



# 2003 Consolidated Application Workshop

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Office of Field Services  
Michigan Department of Education



# Consolidated Application

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- Purpose-to facilitate the coordination and consolidation of supplemental resources available to the district.
- Electronic system through MEGS-to enable users to efficiently complete applications electronically.



# Categorical Programs

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- Title I, Parts A, C, D
- Title II, Parts A, D
- Title III
- Title V
- Title VI, Part B
- Section 31a
- Section 41



### **Descriptions of Field Services Categorical Programs**

#### **Title I, Part A - Improving Basic Programs**

The Title I, Part A program is designed to help disadvantaged children meet high academic standards by participating in either a school wide or a targeted assistance program. Schoolwide programs are implemented in high-poverty schools following a year of planning with external technical assistance and use Title I funds to upgrade the entire educational program of the school. Targeted assistance programs provide supplementary instruction to children who are failing or most at risk of failing to meet the district's core academic curriculum standards. School-based decision-making, professional development, and parent involvement are important components of each district's Title I, Part A program.

#### **Title I, Part C - Migrant Education Program**

The Migrant Education Program is designed to support high-quality comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves. The program provides educational and support services to migrant children and youth through both regular school year and summer programs. Children are eligible if their families have moved within the previous 36 months to obtain temporary or seasonal work in agriculture or fishing. Priority is given to children who are not achieving core academic curriculum standards and whose education has been interrupted during the regular school year. The program also supports identification and recruitment activities across the state to locate migrant families and inform them of available services.

#### **Title I, Part D - Prevention/Intervention for Delinquent Children/Youth**

The Title I, Part D program provides supplementary services to children and youth in state agency and local facilities for neglected or delinquent children. The services are designed to improve academic achievement, facilitate the transition of institutionalized children and youth into a regular school setting, and help prepare participants for high school completion, training and employment, or further education. Funds are awarded to state agencies and local or intermediate school districts based on their counts of children/youth in facilities for delinquent children/youth.

#### **Title I – School Improvement**

The Title I School Improvement funds are designed to meet the Michigan Department of Education's (MDE) responsibility to distribute and target resources sufficiently to make a difference to local schools and school districts where the needs are greatest. It is a priority for MDE to allocate these funds to the lowest achieving schools; to schools that

demonstrate the greatest need for such funds; and to schools that demonstrate the strongest commitment to ensuring that the funds are used to assist the lowest achieving schools make progress on their school improvement plans.

### **Title II, Part A – Teacher and Principal Training and Recruiting**

This program was created as a combination of the former Eisenhower and Class Size Reduction programs through 2001-02. The Title II, Part A program is focused on recruiting, training, and retaining highly qualified staff, as well as recruiting and hiring supplementary staff. These funds may also be used to reduce class size, particularly in the early grades. This program supports teachers' professional development across all core academic subjects.

### **Title II, Part D – Enhancing Education Through Technology**

The Title II, Part D program consolidates the current Technology Literacy Challenge Fund (TLCF) and Technology Innovation Challenge Grant programs into a single state formula grant program to support the integration of educational technology into classrooms to improve teaching and learning.

### **Title III – Language Instruction For Limited English Proficient and Immigrant Students**

The Title III program is designed to assure speedy acquisition of English language proficiency, assist students to achieve in the core academic subjects, and to assist students to meet State standards. It also provides immigrant students with high quality instruction to meet challenging State standards, and assists the transition of immigrant children and youth into American society.

### **Title V - Innovative Education Program Strategies**

The Title V program is designed to support local innovation and reform by providing supplementary funds to be used in one or more of the following targeted areas:

1. Technology related to school-based reform programs, including professional development on the effective use of technology;
2. Instructional materials and computer hardware and software used to improve student achievement as part of an overall reform program;
3. Promising education reform projects, including effective schools and magnet schools;
4. Programs to improve the higher order thinking skills of disadvantaged students and to prevent them from dropping out of school;
5. Programs to combat illiteracy in the student and adult population;
6. Programs to provide for the educational needs of gifted and talented children;
7. School reform activities consistent with the Goals 2000: Educate America Act;
8. School improvement programs or activities in schools identified for Title I school improvement.

The legislation requires consultation with parents, teachers and school administrators regarding the use of each district's Title V funds.

## **Title VI – Flexibility and Accountability**

Part A, Subpart 2 – The purpose of this subpart is to allow States and local education agencies the flexibility:

1. to target Federal funds to Federal programs that most effectively address the needs of States and localities; and
2. to transfer Federal funds allocated to other activities to allocations for certain activities authorized under Title I.

No additional funding is made available through this subpart.

## **Title VI, Part B – Rural and Low Income Schools**

The Title VI Rural and Low Income Schools grant is designed to provide funding to specific schools to help them overcome the unique problems of these schools related to the recruitment and retention of teachers. Grant funds can also be used to assist with the purchase of educational technology and professional development that supports teachers in the use of technology.

## **Title X, Part C – Education for Homeless Children and Youth**

The purpose of the Title X Education for Homeless Children and Youth, also known as the McKinney Vento Act, is to assist districts to remove barriers to the enrollment, attendance or success in school of homeless children and youth. Grant funds support homeless children and youth in a variety of ways to ensure that they have access to the same challenging state standards and high quality education as other students.

## **Refugee Children School Impact Program**

The purpose of the Refugee Grant program is to provide for some of the costs of educating refugee children incurred by local school districts in which significant numbers of refugee children reside. Goals include improvement of resettlement outcomes including English language training and cultural assimilation programs. The Michigan Refugee Children School Impact Grant articulates the two goals of the program into four broad objectives: School Entry Preparation Services, Language Skills, Challenging Curricular Standards, and Partnerships to Assist Transition.

## **Comprehensive School Reform**

The Comprehensive School Reform (CSR) Program is a federal initiative designed to help high-needs schools improve student achievement by implementing comprehensive school reform programs that are based on research and effective practices, and include an emphasis on basic academics and parent involvement. Competitive grants are provided to fund the technical assistance, professional development and special instructional

materials costs of adopting a national comprehensive school reform model that has demonstrated its effectiveness in raising student achievement and has been replicated successfully in other schools. To be eligible for a CSR grant, a school must have a poverty concentration of at least 50%. Most of the grants are awarded to schools that also have low MEAP scores. Schools and districts must reallocate other funds, such as Title I and Section 31a funds, to support staff and other ongoing costs of implementing the model.

### **Section 31a - Programs for At-Risk Pupils**

Section 31a of the State School Aid Act provides funding to eligible districts for supplementary instructional and pupil support services for pupils who meet the at-risk criteria specified in the legislation. These criteria include low achievement on MEAP tests in mathematics, reading or science; failure to meet core academic curricular objectives in English/language arts or mathematics (applies to grade K-3 pupils only); or the presence of two or more identified at-risk factors. The funds may also be used for class size reductions in grades K-6 in schools above the district's poverty percentage. Section 31a funds are limited to direct services to pupils and may not be used for administrative or other related costs.

### **Section 41 - Bilingual Programs**

Section 41 of the State School Aid Act provides funding to districts to support bilingual instruction for pupils of limited English-speaking ability. The legislation specifies that the funds are to be used solely for bilingual instruction in speaking, reading, writing or comprehension for limited English-speaking pupils. Funding is based on the number of eligible membership pupils who will be provided bilingual instruction.



# Appropriations

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- The state appropriation is determined by the U. S. Department of Education.
- As of this presentation, the state has not received its allocation.





# MEGS Security Levels

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**Level 1 – Viewers.** This level has the ability to view all parts of the application. Cannot input or edit any information.

**Level 2 - Grant Writers.** This level has the ability to input and edit any data other than agency or main contact information.

**Level 2c - Financial Officers.** This level has the ability to input and edit budget data for the agency.

**Level 2d - Program Coordinators.** This level has the ability to input and edit pages under the Program Information heading like Delivery Systems for Special Populations and Local School District Consolidated Plan.

**Level 3 Consortium Member-Authorized Officials.** All Authorized Officials from Consortia Members are automatically added to the grant with View permissions.

**Level 3b Cons./Grant Member Program Coordinator.** The fiscal agent can add users from consortia organizations. They have permission to work on their budget and narrative only. They can save to no other portions of the grant.



# MEGS Security Levels

*Continued*

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## **Level 4 - Application Administrators**

- Responsible for managing the application
- Initiate applications
- Assign other users to participate in the grant writing or review process
- Notify Authorized Officials to submit applications, amendments, and/or reports
- Include consortium or grant members in an application

## **Level 5 - Authorized Officials**

- Designate Application Administrators
- Initiate applications
- Assign lower security levels to allow edit or view status
- Add users to MEGS via a multiple entry page
- Include consortium or grant members in an application
- Submit, amend and delete applications, amendments, and/or reports

# Assurances and Certifications

[Print Window](#)[Close Window](#)

## MEGS: Michigan Electronic Grants System

### 2003 - 2004 Consolidated Application

#### Assurances and Certifications

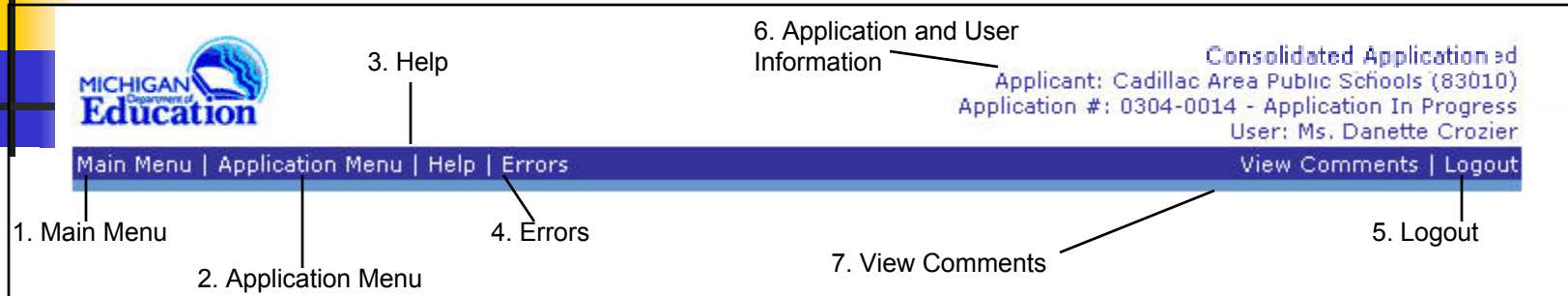
##### Certification Regarding Lobbying for Grants and Cooperative Agreements

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL "Disclosure Form to Report Lobbying," in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grant and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

##### Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Low Tier Covered Transactions


The prospective lower tier participant certified, by submission of this proposal, that neither it nor its principals presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded for from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

# Header Details



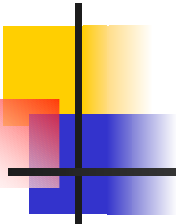
- **Main Menu** – Returns the user to the page with all applications initiated by the user's agency.
- **Application Menu** – Returns the user to the "home page" for the application. A feature built into this link is a JavaScript menu that allows quick access to other parts of the application. This menu has links to budget pages and program information.
- **Help** – Takes the user to specific help information for each page. This feature is the first source of assistance for questions or problems that users might encounter.
- **Errors** – Tracks the progress of the application and alerts the user when any critical part is not completed. All errors must be addressed in order to submit the application.
- **Logout** – Logs the user out of MEGS.
- **View Comments** – See all consultant comments. Easy to print, use Print button.
- **Application and User Information** – Indicates the application that is currently being worked on, the applicant agency, the application number and current status, and the current user's name.

# Grants Available in Consolidated Application




Do Not Apply	Apply Now	Apply Later	Copy Previous Grant	Grant #	Name
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	041530	Title I, Part A Regular - Improving Basic Programs
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	031530	Title I, Part A Carryover - Improving Basic Programs
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		041890	Title I, Part C- Migrant Education (Regular School Year)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		041700	Title I, Part D Regular - N or D Prevention / Intervention
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		031700	Title I, Part D Carryover - N or D Prevention / Intervention
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	040270	Title II, Part A Regular - Teacher/Principal Training & Recruiting
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		030270	Title II, Part A Carryover - Teacher/Principal Training & Recruiting
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	040251	Title II, Part D Regular - Enhancing Education Through Technology
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		030251	Title II, Part D Carryover - Enhancing Education Through Technology
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		040580	Title III Regular - Limited English Proficient Students
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		030580	Title III Carryover - Limited English Proficient Students
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		040580	Title III Regular - Immigrant Students
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		030580	Title III Carryover - Immigrant Students
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	040250	Title V, Part A Regular - Innovative Programs
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		030250	Title V, Part A Carryover - Innovative Programs
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		040660	Title VI, Part B, Subpart 2 Regular - Rural and Low-Income Grant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		030660	Title VI, Part B, Subpart 2 Carryover - Rural and Low-Income Grant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			Section 41 - Bilingual Education

# Consolidated Application Walk Through



## Application Menu

- Header Details
- Application Information
- Management Activities
- General Information
- Budget Pages
- Program Information
- Attachments
- Submitting the Application



Consolidated Application  
Applicant: West Iron County Public Schools (36025)  
Application #: 0304-1574 - Application In Progress  
User: Dawn Pisoni

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SUBMIT APPLICATION

This "Consolidated Application" application contains the following grant(s):

Grant	CFDA #	Security Level
Title I, Part A Regular - Improving Basic Programs	84.010	Authorized Official
Title II, Part A Regular - Teacher/Principal Training & Recruiting	84.281	Authorized Official
Title II, Part D Regular - Enhancing Education Through Technology	84.298	Authorized Official
Title V, Part A Regular - Innovative Programs	84.298	Authorized Official
Title VI, Part B, Subpart 2 Regular - Rural and Low-Income Grant	84.358B	Authorized Official

- The current status is **Application In Progress**
- This application is due on **Tuesday, July 01, 2003** to obtain earliest beginning date
- [Important Information About the Consolidated Application](#)
- [Assurances and Certifications](#)

Please click on the links below to begin/continue completing your application.

MANAGEMENT ACTIVITIES

 [Control Access to this Application](#)  
 [Review Grant Selections](#)  
 [View a PDF of this application](#)  
 [View a blank PDF](#)

GENERAL INFORMATION

 [Grant Contact and Fiscal Agent Information](#)  
 [Consortium/Grant Member Information](#)  
 [School Level Budgeting \(optional\)](#)  
 [Gun-Free Schools Act Requirements](#)  
 [Description of Equitable Access](#)  
 [Participation of Private Nonprofit Schools - Federal Programs](#)

BUDGET PAGES

 [Title I, Part A Regular - Improving Basic Programs](#)  
 [Title II, Part A Regular - Teacher/Principal Training & Recruiting](#)  
 [Title II, Part D Regular - Enhancing Education Through Technology](#)  
 [Title V, Part A Regular - Innovative Programs](#)  
 [Title VI, Part B, Subpart 2 Regular - Rural and Low-Income Grant](#)

PROGRAM INFORMATION

 [Program Information Page Summary](#)  
 [Local School District Consolidated Plan](#)  
 [Delivery Systems for Special Populations](#)  
 [Teacher and Principal Training and Recruiting](#)  
 [Innovative Programs - Local Uses of Funds](#)

ATTACHMENTS

 [Sample Letter to Private Nonprofit Schools \(if applicable\)](#)  
 [Local School District Consolidated Plan](#)  
 [Additional Budget Detail Information \(optional\)](#)

SUBMIT APPLICATION

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# Uploading Attachments

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- Sample Letter to Private Nonprofit Schools (if applicable)
- Local (or Intermediate) School District Consolidated Plan
- Additional Budget Detail Information (optional)

# Insert Attachment Page

- Sample Letter to Private Nonprofit Schools (if applicable)
- Local (or Intermediate) School District Consolidated Plan
- Additional Budget Detail Information (optional)



Consolidated Application  
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### SAMPLE LETTER TO PRIVATE NONPROFIT SCHOOLS (IF APPLICABLE)

**Instructions:** Type in a descriptive title for the document that will be uploaded. Click the **Browse** button and search for your document on your computer. Once selected, the path to your file will appear in the Document Source field. Click the **Upload Attachment** button.

**NOTE:** When you name your file to be uploaded, **DO NOT** leave any spaces OR place a period between the words. Attachments may be in **Word, PDF, JPG, XLS** or **GIF** format. (The descriptive title entered above does not have to be the same as the file name, and it can include spaces)

Title

Private/Non Profit Participation Letter \*

Document Source

C:\Consolidated Application\nonpublic\PrivateNonProfit.doc

Browse...

UPLOAD ATTACHMENT

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# Gun-Free School Act



Consolidated Application  
Applicant: West Iron County Public Schools (36025)  
Application #: 0304-1574 - Application In Progress  
User: Dawn Pisoni

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## WEST IRON COUNTY PUBLIC SCHOOLS (36025)

### GUN-FREE SCHOOLS ACT REQUIREMENTS

(P.L. 107-110, Sec. 4141)

Please check only ONE box below:

☐ No Student(s) Expelled

☒ Student(s) Expelled - Please provide the following additional information for **each** expulsion:

A description of the circumstances surrounding any expulsions imposed under the policy required including:

1. the name of the school concerned,
2. the number of students expelled from such school **(do not list names of individual students)**, and
3. the types of weapons concerned.

1. West Iron County High School, Building 3852
2. One Student Expelled.
3. Fired off 12 gauge shotgun.

Student brought a fired off 12 gauge shotgun into school which was observed by another student and reported to the office. Local police were summoned and upon a search of the student's locker the weapon was found. Student indicated it was for "deer hunting". An investigation revealed that no death threats had been made by the student against any other student or staff. Student was expelled for one year from the date of the incident, April 1, 2002.

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# Equitable Access



Consolidated Application  
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User: Dawn Pisoni

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## WEST IRON COUNTY PUBLIC SCHOOLS (36025)

### DESCRIPTION OF EQUITABLE ACCESS

This Description of Equitable Access has changed:

(20 USC, Sec. 1228a)

**Section 427 of the General Education Provisions Act requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.**

Describe the steps the district will take to ensure equitable access to and participation in the programs included in the Consolidated Application:

All of the West Iron County Public School buildings are ADA compliant and access to all programs is guaranteed via board policy. Provision for visually and other physically impaired students and citizens is assured through both board policies and district practices.

West Iron County Public Schools presently serves and accommodates one or more visually handicapped students and two (2) handicapped teachers.

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## **Description of Equitable Access**

This grant requires a description of the steps the applicant will take to ensure that students, teachers and other program beneficiaries with special needs are given equitable access to, and participation in, the federal grants included in the application.

### **About the Description of Equitable Access:**

Section 427 of the General Education Provisions Act allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, applicants should determine whether these or other barriers may prevent students, teachers and other beneficiaries from accessing or participating in the federal grants. Applicants should provide a clear and succinct description of how any barriers will be addressed.

### **How to complete this page:**

Enter or paste a description of the steps the applicant will take to ensure equitable access in the text box and click the **Save** button. If the text is available in Microsoft Word, Word Perfect, or any other text program, it can be copied and pasted into the text box on this page.

### **Examples of How an Applicant Might Satisfy the Requirement of This Provision:**


The following examples may help illustrate how an applicant might comply with Section 427:

**(1)** An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

**(2)** An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

**(3)** An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct outreach efforts to girls, to encourage their enrollment.

# Private Nonprofit School Participation



Consolidated Application  
Applicant: West Iron County Public Schools (36025)  
Application #: 0304-1574 - Application In Progress  
User: Dawn Pisoni

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WEST IRON COUNTY PUBLIC SCHOOLS (36025)

**PARTICIPATION OF PRIVATE NONPROFIT SCHOOLS - FEDERAL PROGRAMS**  
This Participation of Private Nonprofit Schools - Federal Programs has changed: no

**Instructions:** Districts with NO private nonprofit schools or resident students attending private nonprofit schools, should check the box to complete this form. Districts with participating private nonprofit schools must complete questions one through three. Districts with private nonprofit schools that choose not to participate should complete question one and then type under questions two and three "NONE PARTICIPATING."

☐ If there are NO private nonprofit schools or resident students attending private nonprofit schools, **please check this box** to complete this page.

1. Describe how the district will meet the federal requirements for participation of students, teachers, or other education staff of private nonprofit schools as required in the programs applied for in this application. Use the link in the Attachments section of the Application Menu to **attach a copy of a letter sent to a private nonprofit school** as a sample of the notification process.

Notification by letter

2. Describe how the district has or will continue to consult with the appropriate representatives of the **students** enrolled in private nonprofit schools during all phases of the development and design of the project covered by the application.

None participating

3. Describe how the district will assure that **programs and services** funded by this grant are equitable for private nonprofit school participants. Explain any differences in programs and services offered to private nonprofit schools.

None participating

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# Community Public Schools

123 Learning Avenue  
Schooltime, Michigan 48899

[Date, usually spring of the year]

Administrator  
Non Public or Private School  
School Address  
School City, State, Zip

Dear [Administrator]:

Community Public Schools invites you to participate in planning the federal programs implementation for 2003-2004. We encourage you to participate in this planning for the benefit of your staff and students.

The planning will include the following programs:

Title I, Part A, Improving Basic Programs, to provide supplementary instruction to children who are failing or most at risk of failing to meet your school's core academic curriculum.

Title II, Part A, Teacher and Principal Training and Recruiting, is a program focused on recruiting, training, and retaining highly qualified staff. It is designed to help support sustained and intensive professional development. While there is not a specific allocation for your school, your participation is encouraged and an equitable service will be discussed.

Title II, Part D, Enhancing Education Through Technology, is a program to support the integration of educational technology into classrooms to improve teaching and learning. Areas of this program that provide professional development may be of interest for your school.


Title V, Innovative Program, supports local educational reform efforts consistent with statewide reform or provides a source for continuing innovation and educational improvement, including support for library services and instructional media materials. Your school's allocation for the current year is \_\_\_\_\_. It is anticipated to be about the same next school year.

The meeting will discuss the purpose of each program and the policies that guide program implementation. It will be held at the Administration Building Board Room on Tuesday, April 3, 2003, at 1:00 p.m. If you have any questions or to confirm your attendance, please call the office at 517-377-8909.

Sincerely,

Director of Federal Programs

# Budget Summary



**MICHIGAN**  
Department of  
**Education**

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**TITLE I, PART A REGULAR - IMPROVING BASIC PROGRAMS  
BUDGET SUMMARY**

**Instructions:**

- To add a budget item, click the **Add Budget Item** tab or the appropriate Quick Link.
- To view the budget detail, click the **Budget Detail** tab.
- To add neglected institution or consortium/grant member budget items or view their budget details (if applicable), click on the underlined agency name.
- Indirect rate is automatically calculated to be 0%. To claim an indirect rate, type the desired rate in the designated box, **without the percent sign**, and click **Save**.
- Add the name of your business and program representatives with phone numbers and click **Save**.

Budget Summary

Budget Detail

Capital Outlay

View PDF

Add Budget Item

**Quick Links:** [Add Personnel](#) | [Add Other](#) | [Add Capital Outlay](#)

District Code	Grant Number	Project Number	CFDA Number	Project Type	Starting Date	Ending Date	Fiscal Year
36025	041530	0304	84.010	Regular	7/1/2003	9/30/2004	2004

Title I, Part A Regular Budget Summary for West Iron County Public Schools

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Function Codes	Function Titles	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies and Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	TOTAL
110	Instruction - Basic Programs							
120	Instruction -- Added Needs	\$191,660	\$119,686	\$5,132	\$9,262			\$325,740
210	Pupil Support Services	\$13,060	\$5,410		\$180			\$18,650
220	Instructional Staff Services			\$1,500				\$1,500
230	General Administration	\$5,600	\$1,156	\$2,050				\$8,806
250	Business Services							
260	Operation and Maintenance							
270	Pupil Transportation Services							
280	Central Support Services							
290	Support Services - Other							
300	Community Services			\$500				\$500
400	Outgoing Transfers and Other Transactions							
SUBTOTAL		\$210,320	\$126,252	\$9,182	\$9,442			\$355,196
Indirect Costs		0.00	% OR \$ 0	Restricted Rate (Max allowed: 1.14%)				\$0
TOTAL		\$210,320	\$126,252	\$9,182	\$9,442		\$0	\$355,196
Total Allocation Amount (Approved):						Allocation Balance:		(\$17,560)

SCHOOL LEVEL BUDGET(S)

Bates Elementary School	\$0
Stambaugh Elementary School	\$0
TOTAL	\$0

N or D Institution Budget(s)

West Iron Teen Home (FGH)	\$5,132
TOTAL	\$5,132

CONTACT INFORMATION

Business Office Representative: Name:	Dawn Pisoni	Phone:	(906) 265-5218	Ext:	
Project Contact Person: Name:	Timothy Peruzzi	Phone:	(906) 265-9218	Ext:	

SAVE

CANCEL

VIEW BUDGET SUMMARY

VIEW BUDGET DETAIL

VIEW CAPITAL OUTLAY

VIEW PDF

ADD BUDGET ITEM

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## ALLOWABLE FUNCTION CODES FOR PROGRAMS IN THE 2003-04 CONSOLIDATED APPLICATION

		Title I, Part A	Title I, Part C Migrant	Title I, Part D	Title II, Part A	Title II, Part D	Title III, LEP	Title III, Immigrant	Title V, Part A	Title VI, Part B
111	Basic Program – Elementary	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
112	Basic Program – Middle/Junior High	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
113	Basic Program – High School	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
118	Basic Program – Pre-School	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
119	Basic Program – Summer School	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
125	Compensatory Education	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
131	Adult/Continuing Education – Basic	No	No	No	No	No	No	Yes	No	No
132	Adult/Continuing Education – Secondary	No	No	No	No	No	No	Yes	No	No
211	Truancy/Absenteeism Services	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
212	Guidance Services	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
213	Health Services	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
216	Social Work Services	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
221	Improvement of Instruction	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
222	Educational Media Services	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
224	Educational Television	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
225	Computer-Assisted Instruction	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
226	Supervision & Direction of Instructional Staff	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
231	Board of Education (Audit)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
241	Office of the Principal	No	No	No	Yes	Yes	No	No	Yes	Yes



## ALLOWABLE FUNCTION CODES FOR PROGRAMS IN THE 2003-04 CONSOLIDATED APPLICATION

		Title I, Part A	Title I, Part C Migrant	Title I, Part D	Title II, Part A	Title II, Part D	Title III, LEP	Title III, Immigrant	Title V, Part A	Title VI, Part B
252	Fiscal Services	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
257	Internal Services	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
261	Operating Building Services	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
266	Security Services	No	No	No	No	No	No	Yes	No	No
271	Pupil Transportation Services	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
281	Planning, Research, Development & Evaluation	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
282	Communication Services	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
283	Staff/Personnel Services	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
284	Information Management Services	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
297	Food Services	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
331	Community Activities	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
351	Custody and Care of Children	No	No	No	No	No	No	Yes	No	No
361	Welfare Activities	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes
371	Non-Public School Pupils	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
411	Payments to Other Schools Within Michigan	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
441	Payments to Other Governmental Entities	Yes	Yes	Yes	No	No	No	No	No	No
451	Site Acquisition Services	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
452	Site Improvement Services	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
456	Building Improvements Services	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes





# Budget References

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- Allowable uses of funds chart
- Grants cycle chart



# Office of Field Services

## Quick Guide to Allowable Use of Funds

3/24/03

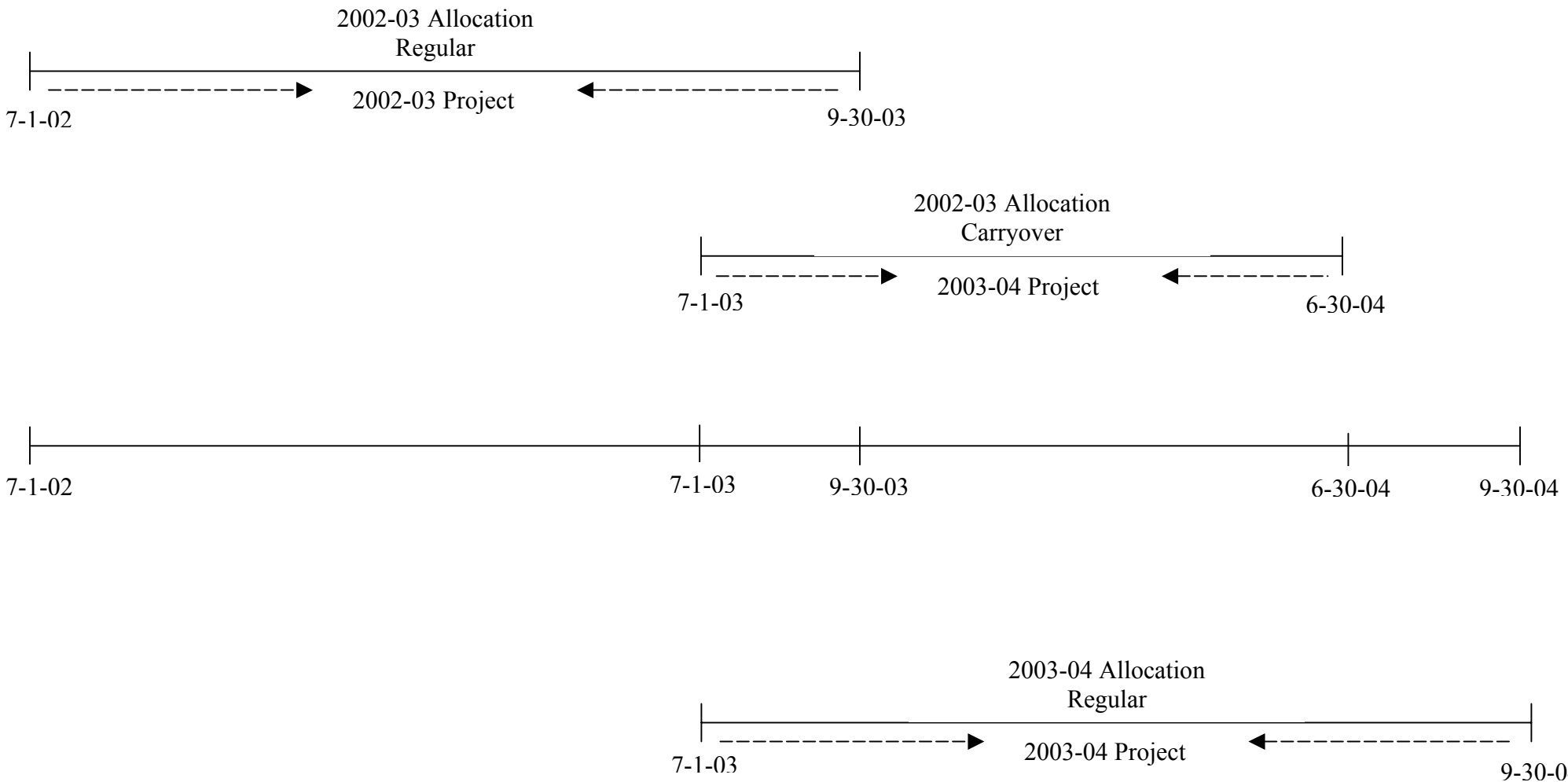
	Title I, Part A	Tile I, Part C Migrant	Title I, Part D	Title II, Part A	Title II, Part D	Title III	Title V, Part A	Title VI, Part B	Section 31a	Section 41 Bilingual
<b>Supplement Not Supplant*</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Parent Involvement</b>	Yes (not less than 1% if allocation exceeds \$500,000)	Yes	Yes	Yes (planning)	Yes	Yes	Yes	Yes	No	Yes
<b>Program Development</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
<b>Basic Student Assessment</b>	No	No	No	No	Yes	Yes	No	Yes (Title III)	No	No
<b>Supplemental Needs Assessment</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Pupil Support Services</b>	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No
<b>Salaries and Benefits</b>	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
<b>Substitutes</b>	Yes	Yes	Yes	Yes	Yes (professional development)	Yes	Yes	Yes	Yes	Yes
<b>Professional Development</b>	Yes	Yes	Yes	Yes (training materials)	Yes	Yes	Yes	Yes	No	Yes
<b>Health &amp; Social Needs</b>	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No
<b>Program Materials &amp; Supplies</b>	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
<b>Capital Outlay**</b>	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No
<b>Carryover</b>	Yes (15% limit)***	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Transportation</b>	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No
<b>Administrative Cost</b>	Yes	Yes	Yes	Yes	Yes	Yes (2% limit)	Yes	Yes	No	Yes
<b>Extended Day/ Year Services</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Indirect Cost</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
<b>Transferability</b>	No	No	No	Yes	Yes	No	Yes	No	No	No
<b>Services to Private School Students/Staff</b>	Yes	Yes	Yes	Yes	Yes	Yes (if private students are funded)	Yes	Yes	No	No

\* All allowable uses of funds are subject to the supplement, not supplant, requirement which prohibits the use of program funds for general education or other services required by law.

\*\* Capital outlay is defined as an item costing \$5,000 or more per unit.

\*\*\* Limit does not apply to districts with allocations of less than \$50,000.

# Grant Cycle



# Add Budget Item



Consolidated Application  
Applicant: West Iron County Public Schools (36025)  
Application #: 0304-1574 - Application In Progress  
User: Dawn Pisoni

[Main Menu](#) | [Application Menu](#) | [Help](#) | [Errors](#)

[Logout](#)

## ADD BUDGET ITEM

**Instructions:** The Add Budget Item page is used to create Budget Detail and the Budget Summary.

- To add entries: Enter all required information and click [Add Item](#).

<a href="#">Budget Summary</a>	<a href="#">Budget Detail</a>	<a href="#">Capital Outlay</a>	<a href="#">View PDF</a>	<a href="#">Add Budget Item</a>
--------------------------------	-------------------------------	--------------------------------	--------------------------	---------------------------------

**Quick Links:** [Add Personnel](#) | [Add Other](#) | [Add Capital Outlay](#)

District Code	Grant Number	Project Number	CFDA Number	Project Type	Starting Date	Ending Date	Fiscal Year
36025	041530	0304	84.010	Regular	7/1/2003	9/30/2004	2004

[ADD ITEM](#)

### Title I, Part A Regular - Improving Basic Programs Budget Item for West Iron County Public Schools

Select the appropriate Function Code for this budget item:

Provide a specific description for this budget item. Do not repeat the Function Code description selected in the drop down menu or the heading(s) of the box(es) used below:

Enter the dollar amount associated with the budget item. Enter an amount in only **one** box unless the item is Personnel. Personnel must have both Salaries and Benefits. To enter Capital Outlay, use the Quick Link: Add Capital Outlay.

Salaries (1000)

\$

Benefits (2000)

\$

Purchased Services (3000, 4000)

\$

Supplies and Materials (5000)

\$

Other Expenses (7000, 8000)

\$

**If Salaries,** enter the FTE or Hours:

FTE  Hours

[ADD ITEM](#)



# Transferability

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- Flexibility for program services
- Handouts describe transfer options



## Office of Field Services

2/26/02

### **TITLE VI, PART A FLEXIBILITY AND ACCOUNTABILITY FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES**

This flexibility provision allows a Local Education Agency (LEA) to transfer up to 50% of its formula allocation under the Teacher Quality State Grants (Title II, Part A), Educational Technology State Grants (Title II, Part D), Innovative Programs (Title V), or Safe and Drug-Free Schools (Title IV, Part A) programs to supplement its allocation under any of the programs listed above. The LEA may also use the funds to supplement its Title I allocation.

An LEA identified as in need of improvement may transfer up to 30% of its allocation for the programs listed above only if it transfers the funds to: (1) supplement its school improvement allocation; or (2) carry out Title I LEA improvement activities. An LEA identified as in need of corrective action may not transfer any funds.

<b>Program Name</b>	<b>Funds May Be Taken From</b>	<b>Funds May Be Used For</b>
Title I, Part A – Improving Basic Programs Operated by LEAs		X
Title II, Part A – Teacher and Principal Training and Recruiting	X	X
Title II, Part D – Enhancing Education Through Technology	X	X
Title IV, Part A – Safe and Drug Free Schools and Communities	X	X
Title V, Part A – Innovative Programs	X	X



## Office of Field Services

2/26/02

### **TITLE VI, PART B FLEXIBILITY AND ACCOUNTABILITY RURAL EDUCATION INITIATIVE**

This section provides eligible small rural LEAs with additional flexibility by authorizing them to use up to 100% of their allocations under the Teacher Quality State Grants (Title II, Part A), Innovative Programs (Title V), Safe and Drug-Free School Programs (Title IV, Part A), and Educational Technology State Grants (Title II, Part D) to carry out activities authorized under any of the following programs: Title I, Teacher Quality State Grants (Title II, Part A), Educational Technology State Grants (Title II Part D), Language Acquisition State Grants (Title III), Innovative Program State Grants (Title V, Part A), Safe and Drug-Free Schools State Grants (Title IV, Part A), and 21<sup>st</sup> Century Community Learning Centers (Title IV, Part B).

LEA eligibility requirements:

- a. have an average daily attendance of fewer than 600 students
- or
- b. serve only schools located in counties with a population density of fewer than 10 persons per square mile
- and
- c. serve only schools with an NCES local code of 7 (rural) or 8 (rural near an urban area)
- or
- d. the Secretary determines are located in an area defined as rural
- e. by a governmental agency of the State.

<b>Program Name</b>	<b>Funds May Be Taken From</b>	<b>Funds May Be Used For</b>
Title I, Part A – Improving Basic Programs Operated by LEAs		X
Title II, Part A – Teacher and Principal Training and Recruiting	X	X
Title II, Part D – Enhancing Education Through Technology	X	X
Title III – Language Instruction for Limited English Proficient and Immigrant Students		X
Title IV, Part A – Safe and Drug Free Schools and Communities	X	X
Title IV, Part B – 21 <sup>st</sup> Century Community Learning Centers		X
Title V, Part A – Innovative Programs	X	X



# Title I, Part A Planning Materials

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- Set aside worksheet
- School selection and allocation worksheet
- Title I comparability
- Documents and audit guide
- Prior approval/reasons to amend





**Office of Field Services**  
**Title I Schools in Improvement**  
**District Set Aside Worksheet**

(Revised) 09/12/03

**1. District Title I Allocation:** \_\_\_\_\_ **A**

**2. Transportation/Transfer Option (5% minimum of district allocation):**

(Leave blank if using funds other than Title I)  $A \times 5\% =$  \_\_\_\_\_ **B**

**NOTE: Transfer** option open to all students; priority goes to lowest achieving students from low income families.

**3. Supplemental Services (5% minimum of district allocation):**

(Leave blank if using funds other than Title I)  $A \times 5\% =$  \_\_\_\_\_ **C**

**NOTE:** Only for students from low income families; priority goes to lowest achieving students.

**4. Additional 10% minimum for EITHER 2 or 3, or Both:**

Additional Transportation:  $A \times \underline{\hspace{1cm}}\% =$  \_\_\_\_\_ **D**

Additional Supplemental:  $A \times \underline{\hspace{1cm}}\% =$  \_\_\_\_\_ **E**

(Leave blank if using funds other than Title I)

**5. Sub-Total:**

$(B+C+D+E) =$  \_\_\_\_\_ **F**

**6. Title I funds beyond the minimum that will be used AT DISTRICT'S OPTION for transportation and/or supplemental services:**

Additional Amount: \_\_\_\_\_ **G**

**7. Highly Qualified:** \_\_\_\_\_ **H**

(Set aside 5 to 10% unless less is needed.)

**8. Total set aside for transfer and supplemental services, highly qualified:**

$(F+G+H) =$  \_\_\_\_\_ **I**

**9. Balance of Allocation:**  $(A-I) =$  \_\_\_\_\_ **J**

**NOTE:** This Title I balance (letter J) will be allocated using the “**Title I School Selection and Allocation Worksheet**,” beginning at Step 6.  
The process of determining the supplemental services amount is on page 2.



## Office of Field Services

(Revised) 09/12/03

### Title I Schools in Improvement District Set Aside Worksheet for Supplemental Services

1. District Title I Allocation: \_\_\_\_\_A

2. District Title I Census Poverty Count:

(Reference OFS web page, Title I, Part A Allocations) \_\_\_\_\_a

3. Per Child Maximum Amount for Supplemental Education Services:

$A \div a$  \_\_\_\_\_b

4. Total Set Aside Plus Additional Funds Available:

(From page 1:  $C + E +$  additional amount in Box 6) \_\_\_\_\_c

5. Amount of Supplemental Funds and Additional Funds  
Divided by Per Child Maximum Amount:

$c \div b$  \_\_\_\_\_d

\*

6. Estimated Number of Students Served by the Set Aside Amount:

\* \_\_\_\_\_d

\* Letter to describe availability of supplemental services should be sent to low income families. If the number of students exceeds the estimated number in Box 6, the lowest performing students would be given preference over the better performing students.



## Office of Field Services

**Title I Worksheet for School Selection and Allocation of Funds**

**Note:** This worksheet does not apply to school districts with a total enrollment of less than 1,000 pupils. In such districts, all schools are eligible and funds may be allocated according to need.

**Step 1:** Compute school grouping and district total percentages of children from low-income families, using the most current and representative documented counts of resident children and children from low-income families.

<b>District Resident and Low-Income Children</b>	<b>Elementary School</b>	<b>Junior High or Middle School</b>	<b>Senior High School</b>	<b>District Total</b>
1. Public School Resident Children				
2. Private School Resident Children				
3. Total Number of Resident Children				
4. Resident Children from Low-Income Families (Public and Private)				
5. Percentage of Children from Low-Income Families (line 4 divided by line 3)				

**Step 2:** Choose district-wide average or school grouping average method of school selection

- ☐ District-wide average – schools with poverty percentages at or above the district-wide average are eligible and must be served in rank order regardless of grade span.
- ☐ School grouping average – schools in each grade span grouping that have poverty percentages at or above the grade span grouping average are eligible; however, the district may choose which grouping(s) to serve, except for schools with more than 75% poverty, which must be served first regardless of grade span.

**Step 3:** If district-wide or school grouping average exceeds 35%, determine if 35% rule will be used to select additional schools.

- ☐ 35% rule – schools with poverty percentages of at least 35% are eligible, even if they are below the district-wide or school grouping average.

**Step 4:** List eligible schools in rank order by percentage of children from low-income families. First rank schools with poverty percentages of more than 75%, without regard to grade span. Then rank schools with poverty percentages of 75% or less based on the selection method chosen in Step 2.

**Step 5:** Determine amount per low-income child to be allocated to each school attendance area. If any school served by Title I has a poverty percentage of less than 35%, the minimum amount is determined as follows:

$$\frac{\text{District Title I Allocation}}{\text{District low-income count}} \times 1.25 = \text{Minimum amount per low-income child}$$

If all schools served have a poverty percentage of 35% or more, the district may determine the appropriate amount(s) to allocate per low-income child.

The district may allocate different amounts per low-income child to different school attendance areas. However, a higher amount per low-income child may not be allocated to a lower-poverty school. The district may also reduce a school's Title I allocation by the amount of Section 31a or other funds used for programs that meet Title I requirements.

District balance (letter J)	_____
-Additional Professional Development (optional)	_____
-Homeless	_____
-Parent Involvement (1% required if > \$7,500.00)	_____
<b>Balance Available for Building Allocations</b>	_____

Title I allocations based on low-income private school students may be totaled and used separately for each private school or combined into a private school pool and allocated based on need. Private school students to be served by Title I are those who reside in Title I attendance areas and qualify based on educational need.

**TITLE I COMPARABILITY WORKSHEET****SECTION 1: INDIVIDUAL SCHOOL WORKSHEET---**  
**Comparability of Instructional staff's Annualized Salary and F. T. E. Positions**

NAME OF SCHOOL

1. GRADE SPAN: Grade \_\_\_\_\_ to Grade \_\_\_\_\_  
2. DATE OF STUDENT AND STAFF COUNT: \_\_\_\_\_  
3. TITLE I PROJECT SCHOOL? (Check one) ☐ YES ☐ NO

MONTH / DAY / YEAR

The following programs are **excluded**  
from the comparability computations  
on the following worksheets:

**EXCLUDED****--Special Education****--Bilingual Education****--Section 31a**☐  
☐  
☐

Complete an individual school worksheet for each school at a grade span at which Title I services are provided. *(Duplicate this page as needed.)*

	INSTRUCTIONAL STAFF* MEMBER'S <u>NAME</u>	INSTRUCTIONAL STAFF MEMBER'S <u>TITLE</u>	INSTRUCTIONAL STAFF MEMBER'S <u>F.T.E</u> ** ASSIGNED TO THIS SCHOOL	DISTRIBUTION OF INSTRUCTIONAL STAFF MEMBERS F.T.E. ASSIGNMENT (To the nearest Tenth)			DEGREE LEVEL	GROSS BASE SALARY***  (Multiplied by Column 6)
				ALL FEDERAL PROGRAMS	EXCLUDED PROGRAMS (If Applicable)	BALANCE OF F.T.E FOR COMPARABILITY (Column 3 minus Columns 4 & 5)		
	(1)	(2)	(3)	(4)	(5)	(6)		(7)
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
	<b>TOTALS:</b>							

\* Instructional staff should include teachers, administrators, direct and support instructional personnel.

\*\* FULL TIME EQUIVALENCY is the amount of employed time that is normally required of a staff member to perform a full time assignment

\*\*\* Exclude annual increments and longevity

## SECTION 2: COMPARABILITY COMPUTATIONS

### For Districts With Project and Non-Project Schools in a Grade Span

NAME OF DISTRICT

A. List non-project school to be compared to project schools in this grade span.

NAME OF NON-PROJECT SCHOOL	ACTUAL GRADE SPAN	F.T.E STUDENTS ENROLLED	TOTAL F.T.E. STAFF (From Section 1, Column 6 TOTAL)		TOTAL GROSS BASE SALARIES (From Section 1, Column 7 TOTAL)	
(1)	(2)	(3)	(4)		(5)	
B. Averages for NON-PROJECT SCHOOLS in this grade span.		(3) TOTAL	(4) TOTAL	(4A) AVERAGE (Col. 3 divided by Col. 4)	(5) TOTAL	(5A) AVERAGE (Col. 5 divided by Col. 3)

Enter here 110%  
of Box 4A..

(4B)

Enter here 90%  
of Box 5A

(5B)

C. List project schools in this grade span. Each project school listed below must compare figures either in column 5 or 8 to corresponding figures in boxes 4B or 5B above to determine whether comparability requirements have been met.

NAME OF PROJECT SCHOOL	ACTUAL GRADE SPAN	F.T.E STUDENTS ENROLLED	TOTAL F.T.E STAFF (From Section 1, Col. 6 TOTAL)	STUDENT/ STAFF RATIO	CHECK IF COMPARABLE (Comparable if equal to or below figure in Part B, Box 4B)	TOTAL GROSS BASE SALARIES  (From Section 1, Column 7, TOTAL)	STAFF SALARY/ STUDENT	CHECK IF COMPARABLE (Comparable if equal to or below figure in Part B, Box 5B)
				(Col. 3 divided by Col. 4)			(Col. 5 divided by Col. 3)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

D. Which measure did the district use consistently to determine that comparability requirements have been met? (Check only one.)

☐ PART C, COLUMN 5 STUDENT/INSTRUCTIONAL STAFF RATIO

☐ PART C, COLUMN 8 INSTRUCTIONAL STAFF SALARY PER STUDENT

### SECTION 3: COMPARABILITY COMPUTATIONS

#### For Districts With Project Schools Only in a Grade Span

NAME OF DISTRICT

A. List the school(s) with the LOWEST concentration of children from low-income families. Not more than one-half of the schools can be listed in Part A.

NAME OF PROJECT SCHOOL	ACTUAL GRADE SPAN	F.T.E STUDENTS ENROLLED	TOTAL F.T.E. STAFF (From Section 1, Column 6 TOTAL)		TOTAL GROSS BASE SALARIES (From Section 1, Column 7 TOTAL)	
(1)	(2)	(3)	(4)		(5)	
B. Averages for PROJECT SCHOOLS in this grade span group. (Schools listed in Part A above.)		(3) TOTAL	(4) TOTAL	(4A) AVERAGE (Col. 3 divided by Col. 4)	(5) TOTAL	(5A) AVERAGE (Col. 5 divided by Col. 3)

Enter here 110%  
of Box 4A..

(4B)

Enter here 90%  
of Box 5A

(5B)

C. List the remainder of school in this grade span not listed in Part A above. Each project school listed below must compare figures either in column 5 or 8 to corresponding figures in boxes 4B or 5B above to determine whether comparability requirements have been met.

NAME OF PROJECT SCHOOL	ACTUAL GRADE SPAN	F.T.E STUDENTS ENROLLED	TOTAL F.T.E STAFF (From Section 1, Col. 6 TOTAL)	STUDENT/ STAFF RATIO	CHECK IF COMPARABLE (Comparable if equal to or below figure in Part B, Box 4B)	TOTAL GROSS BASE SALARIES (From Section 1, Column 7, TOTAL)	STAFF SALARY/ STUDENT	CHECK IF COMPARABLE (Comparable if equal to or below figure in Part B, Box 5B)
				(Col. 3 divided by Col. 4)			(Col. 5 divided by Col. 3)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

D. Which measure did the district use consistently to determine that comparability requirements have been met? (Check only one.)

☐ PART C, COLUMN 5 STUDENT/INSTRUCTIONAL STAFF RATIO

☐ PART C, COLUMN 8 INSTRUCTIONAL STAFF SALARY PER STUDENT

## **TITLE I DOCUMENTATION AND AUDIT GUIDELINES**

Questions have been raised about the documentation required for Title I and Single Audit Act reviews. The Single Audit Act review will require certain selected documentation. Enclosed is interim guidance that the Michigan Department of Education has prepared for use by auditors and school personnel. The U.S. Department of Education has indicated that it will issue final guidance as soon as possible.

Title I is expected to be an integral part of a school's P.A. 25, 335, and 339 plan for school improvement. Because most of the components required of an adequate Title I program are the same as those that must be addressed in a comprehensive school improvement effort, the documentation necessary to monitor that effort should provide nearly all the documentation expected by Title I. The following chart describes the kinds of documentation that normally would be employed to monitor the progress of school improvement and Title I. This documentation also will satisfy the requirements for on site visitations conducted by Department staff, who will utilize the enclosed *On Site Review Study Guide*.

Program Area	Documentation
School-based decision making	Records of Title I/school improvement planning
Implementation of Title I school improvement plan	Written plan used as basis for discussion
Coordination with other programs	Records kept for district's own purposes
Core curriculum standards	Evidence of core curriculum Evidence of curriculum and instructional alignment Outcomes identified for each grade level and subject area
Comprehensive needs assessment	Evidence of pupil assessment aligned to core curriculum Evidence of selection system to identify pupils failing to achieve core curriculum standards
Appropriate services to pupils	Evidence of adequate instruction based on pupil needs in core academic areas Evidence that program addresses extended time, enriches and accelerates regular curriculum, and minimizes pullout Staff schedules or other records to document use of staff time
Evaluation	Evidence that achievement results are used for program analysis and improvement Evidence that program changes are made as needed
Professional Development	Evidence that activities in written plan are being implemented
Parent Involvement	Written communications to parents Evidence of annual meeting School-parent compact
Nonpublic and Neglected	Evidence of serviced based on pupil needs Evidence of program evaluation/improvement





## Office of Field Services

3/26/03

### Prior Approval Requirements for Use of Federal Grant Funds


The federal formula grant programs administered by the Office of Field Services (OFS) are subject to the prior approval requirements established by the Education Department General Administrative Regulations (EDGAR). These requirements are as follows:

- Applications for the use of grant funds must be received by OFS in substantially approvable from on or before the date the school district begins obligating the funds for grant activities.
- Carryover funds must be approved as part of the application for the following year, or as an amendment to that application, before they are obligated by the district. Districts that need to reduce the prior year's approved amount to the amount actually spent, so that they can apply for carryover, may either submit a deobligation request or wait until their DS-4044 Final Expenditure Report is submitted. A deobligation request is a prior year budget page with only the district information, total amount requested, amount of change and signatures completed.
- Amendments to approved budgets must be submitted for prior approval by OFS under any of the following circumstances:
  - The district is not currently approved for its full allocation and wishes to increase its approved amount.
  - The district wishes to add staff or increase staff FTEs in its approved budget.
  - The district wishes to add a new function to its approved budget.
  - The sum of the expenditures that are over the approved amounts for individual functions will exceed 10% of the total approved amount for the entire budget.

**NOTE:** The federal formula grant programs listed on the Quick Guide to Allowable Use of Funds are the following: Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II, Part A; Title II, Part D; Title III; Title V, Part A; Title VI; Part B; Section 31a; and Section 41 Bilingual.

# Delivery Systems for Special Populations

Program Services	Title I Part A	Title I Part C	Title I Part D	Title III LEP	Title III Immigrant	Section 41	Other Programs
<b>Instructional Program/Services Subject Areas:</b>							
English language arts	<input type="text" value="K-8"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
English for LEP students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="K-8"/>	<input type="text"/>	<input type="text" value="K-12"/>	<input type="text"/>
Social Studies	<input type="text" value="K-8"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Mathematics	<input type="text" value="K-8"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Science	<input type="text" value="K-8"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Vocational/Career Technical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Enrichment	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



Consolidated Application  
 Applicant: West Iron County Public Schools (36025)  
 Application #: 0304-1574 - Application In Progress  
 User: Dawn Pisoni

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**WEST IRON COUNTY PUBLIC SCHOOLS (36025)**

**DELIVERY SYSTEMS FOR SPECIAL POPULATIONS**

This Delivery Systems for Special Populations has changed:

**Instructions:** Complete this page for each program below that is included in your Consolidated Application. Enter the grade(s) in which the various program services are provided in the appropriate text boxes. Enter services that are not listed in the text boxes next to "Other." Commas and dashes may be used to enter grades. Use the "Other Programs" column for services provided by other supplementary programs.

Program Services	Title I Part A	Title I Part C	Title I Part D	Title III LEP	Title III Immigrant	Section 41	Other Programs
<b>Instructional Program/Services Subject Areas:</b>							
English language arts	<input type="text" value="K-8"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
English for LEP students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Social Studies	<input type="text" value="K-8"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Mathematics	<input type="text" value="K-8"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Science	<input type="text" value="K-8"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Vocational/Career Technical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Enrichment	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Delivery Options:</b>							
In Class	<input type="text" value="K-8"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Pull-Out	<input type="text" value="K-5"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Extended Day	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Extended Year	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Summer	<input type="text" value="6-8"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Pupil Support Services</b>							
Counseling	<input type="text" value="K-8"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Social Work Services	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Tutoring/Mentoring/Coaching	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Medical Services	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dental Services	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Transportation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Parent Outreach/Involvement	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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# Program Information


## Teacher and Principal Training and Recruiting

• Cost-effective professional development, such as use of technology and distance learning	<input checked="" type="checkbox"/>
• Tenure reform	<input type="checkbox"/>
• Merit pay	<input type="checkbox"/>
• Testing teachers in academic subjects	<input checked="" type="checkbox"/>
Provide teacher advancement initiatives emphasizing multiple career paths and pay differentiation	<input checked="" type="checkbox"/>
Improve quality of principals and superintendents, such as management and instructional leadership academies	<input type="checkbox"/>

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Consolidated Application  
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**WEST IRON COUNTY PUBLIC SCHOOLS (36025)**  
**TEACHER AND PRINCIPAL TRAINING AND RECRUITING**  
 This Teacher and Principal Training and Recruiting has changed: no

**Instructions:** Click on the box next to each activity for which Title II, Part A funds will be used.

Teacher and Principal Training and Recruiting Activities	Title II Part A
Recruit and retain highly qualified teachers, principals, and pupil services personnel	<input type="checkbox"/>
Retain highly qualified teachers and principals in schools with low achievement through:	<input type="checkbox"/>
• Teacher mentoring from exemplary teachers, principals, or superintendents	<input type="checkbox"/>
• Induction and support for teachers and principals in their first 3 years	<input type="checkbox"/>
• Incentives to teachers and principals with record of success in improving achievement of low-achieving students	<input type="checkbox"/>
Recruit and hire highly qualified teachers:	<input type="checkbox"/>
• In academic subjects where there is a shortage	<input type="checkbox"/>
• To reduce regular and special education class size, particularly in the early grades	<input checked="" type="checkbox"/>
Train and hire regular and special education teachers, including special education teachers to team teach	<input type="checkbox"/>
Train and hire teachers of special needs children and specialists in core academic subjects to individualize instruction	<input type="checkbox"/>
Recruit professionals from other fields and highly qualified paraprofessionals, and provide alternative routes to certification	<input type="checkbox"/>
Provide increased opportunities in the teaching profession for minorities, individuals with disabilities, and other underrepresented individuals	<input type="checkbox"/>
Provide professional development to improve knowledge of teacher, principals, and paraprofessionals in:	<input checked="" type="checkbox"/>
• Core academic subjects, effective instructional strategies, and use of state standards and assessments	<input checked="" type="checkbox"/>
• Instructional practices involving collaborative groups of teachers and administrators	<input checked="" type="checkbox"/>
• Addressing needs of students with different learning styles and providing early and appropriate interventions	<input checked="" type="checkbox"/>
• Improving student behavior in the classroom	<input type="checkbox"/>
• Involving parents in their child's education	<input type="checkbox"/>
• Using data and assessments to improve teaching and learning	<input type="checkbox"/>
Improve quality of teacher force through:	<input checked="" type="checkbox"/>
• Training to integrate technology into curricula and instruction	<input checked="" type="checkbox"/>
• Cost-effective professional development, such as use of technology and distance learning	<input type="checkbox"/>
• Tenure reform	<input type="checkbox"/>
• Merit pay	<input type="checkbox"/>
• Testing teachers in academic subjects	<input type="checkbox"/>
Provide teacher advancement initiatives emphasizing multiple career paths and pay differentiation	<input type="checkbox"/>
Improve quality of principals and superintendents, such as management and instructional leadership academies	<input type="checkbox"/>

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# Office of Field Services

9/12/02

## TITLE II, PART A TEACHER AND PRINCIPAL TRAINING AND RECRUITING

### Matrix for Recruit and Hire

	<b>Recruit</b>	<b>Hire</b>	<b>Retain</b>	<b>Pay/Salary/ Benefits</b>	<b>Testing</b>	<b>Training</b>
Certified Teachers	v	v	v		v	v
Principals	v	v	v		v	v
Superintendents	v	v	v		v	v
Paraprofessionals	v	v	v		v	v
Class Size Reduction Teachers	v	v	v	v	v	v
Special Education Teachers	v	v	v	v (If to reduce class size)	v	v
Specialists in Core Areas	v	v	v (If there is a shortage)	v		v
Supplemental Teachers of Special Needs to Individualize Instruction	v	v	v	v	v	v
Professionals from other fields	v	v	v	(Only if supplemental does not supplant an existing position)	v	v

v : Denotes this is allowable

- PROFESSIONAL DEVELOPMENT- The term professional development' —
  - includes activities that —
    - improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
    - are an integral part of broad schoolwide and districtwide educational improvement plans;
    - give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
    - improve classroom management skills;
    - - are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
      - are not 1-day or short-term workshops or conferences;
    - support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
    - advance teacher understanding of effective instructional strategies that are —
      - based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of title II); and
      - strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
    - are aligned with and directly related to —
      - State academic content standards, student academic achievement standards, and assessments; and
      - the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
    - are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
    - are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;


- to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- provide instruction in methods of teaching children with special needs;
- include instruction in the use of data and assessments to inform and instruct classroom practice; and
- include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- may include activities that —
  - involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
  - create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
  - provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

- **SCIENTIFICALLY BASED RESEARCH-** The term scientifically based research' —
  - means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
  - includes research that —
    - employs systematic, empirical methods that draw on observation or experiment;
    - involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
    - relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
    - is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
    - ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
    - has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

# Program Information

## Innovative Programs – Local Uses of Funds

Instructional Materials, Professional Development, and School-Based Reform						
9. Programs for development or acquisition of instructional and educational materials tied to high academic standards as part of overall education reform program	18359	320		525	75	
10. Technology activities related to implementation of school-based reform efforts, including professional development on classroom use of technology						
11. Professional development activities in accordance with Title II, focused on student achievement of core academic standards	6527		22			
12. Programs that use best-practice models to improve classroom teaching and learning						
13. Programs to establish smaller learning communities						
14. Title I school improvement programs or activities for identified schools						


 Consolidated Application  
 Applicant: West Iron County Public Schools (36025)  
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**WEST IRON COUNTY PUBLIC SCHOOLS (36025)**  
**INNOVATIVE PROGRAMS - LOCAL USES OF FUNDS**  
 This Innovative Programs - Local Uses of Funds has changed:

**Instructions:** Enter the requested information for each activity for which Title V, Part A funds will be used.  
 Note that public school data and private school data must be entered separately.

	PUBLIC SCHOOL DATA			PRIVATE SCHOOL DATA		
	Planned Allocation	Est. Number of Student Participants	Staff Development Est. Number of Staff Participants	Planned Allocation	Est. Number of Student Participants	Staff Development Est. Number of Staff Participants
<b>Instructional Programs</b>						
1. Establishment or enhancement of prekindergarten programs						
2. Programs to recruit, train, and hire highly qualified teachers to reduce class size, particularly in the early grades						
3. Programs to improve academic achievement of educationally disadvantaged students, including dropout prevention programs						
4. Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment and counseling for at-risk students						
5. Programs using research-based cognitive and perceptual development approaches and a diagnostic-prescriptive model to improve student learning of academic content						
6. Programs to provide for needs of gifted and talented students						
7. Alternative education programs for expelled or suspended students, including reentry assistance programs						
8. Supplemental educational services by outside providers for students in Title I schools identified for school improvement, corrective action, or restructuring						
<b>Instructional Materials, Professional Development, and School-Based Reform</b>						
9. Programs for development or acquisition of instructional and educational materials tied to high academic standards as part of overall education reform program						
10. Technology activities related to implementation of school-based reform efforts, including professional development on classroom use of technology	17239	313	22			
11. Professional development activities in accordance with Title II, focused on student achievement of core academic standards						
12. Programs that use best-practice models to improve classroom teaching and learning						
13. Programs to establish smaller learning communities						
14. Title I school improvement programs or activities for identified schools						





## Office of Field Services

2/26/02

### **TITLE V, PART A - INNOVATIVE PROGRAMS LOCAL USES OF FUNDS**

#### **Instructional Programs**

- Establishment or enhancement of pre-kindergarten programs
- Programs to recruit, train and hire highly qualified teachers to reduce class size, particularly in the early grades
- Programs to improve academic achievement of educationally disadvantaged students, including dropout prevention programs
- Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment and counseling for at-risk students
- Programs using research-based cognitive and perceptual development approaches and a diagnostic-prescriptive model to improve student learning of academic content
- Programs to provide for needs of gifted and talented students
- Alternative education programs for expelled or suspended students, including re-entry assistance programs
- Supplemental educational services by outside providers for students in Title I schools identified for school improvement, corrective action or restructuring

#### **Instructional Materials, Professional Development & School-Based Reform**

- Programs for development or acquisition of instructional and educational materials tied to high academic standards as part of overall education reform program
- Technology activities related to implementation of school-based reform efforts, including professional development on classroom use of technology
- Professional development activities in accordance with Title II, focused on student achievement of core academic standards
- Programs that use best-practice models to improve classroom teaching and learning
- Programs to establish smaller learning communities
- Title I school improvement programs or activities for identified schools

#### **District-Level Reform**

- Activities to encourage and expand district-wide improvements designed to advance student academic achievement
- Promising education reform projects, including magnet schools
- Activities to promote, implement or expand public school choice
- Planning, design and initial implementation of charter schools
- Programs to provide same-gender schools and classrooms (consistent with law)

### **Pupil Support Services**


- Programs to hire and support school nurses
- Expansion and improvement of school-based mental health services
- School safety programs, including transfer options for students in persistently dangerous schools

### **Parent & Community Involvement**

- Initiatives to generate, maintain and strengthen parental and community involvement
- Programs to improve literacy skills of adults, especially parents, including adult education and family literacy programs
- Community service programs involving school personnel and students
- Service learning activities
- Activities to promote consumer, economic and personal finance education
- Programs for cardiopulmonary resuscitation (CPR) training in schools

# Program Information

## Section 41 – Bilingual Education Program



Consolidated Application  
Applicant: West Iron County Public Schools  
Application #: 2003-1143  
User: Ms. Sharon Stockero

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**WEST IRON COUNTY PUBLIC SCHOOLS  
SECTION 41 - STUDENT COUNTS**

**Instructions:** Complete this page following the 2002 Fall membership count date and submit no later than November 15, 2002. Complete a separate page for each language classification in which students will receive bilingual instruction.

**Students and Staff by Language Classification for Programs Eligible for Section 41 Funding:** Enter the number of students eligible for Section 41 funding. Eligible students are those who receive instruction in their native language and in English by qualified staff.

Language (use language name, not nationality)

Eligible Students (Number of students eligible for Section 41 funds, 2002 Fall Membership)

K	1	2	3	4	5	6	7	8	9	10	11	12	Total Students
5	1		3	2		10	4	1		1	3	7	37

Amount of Instructional Time Per Week (in hours)


Total FTEs of Bilingual Staff (per language group)

Teachers with Bilingual Endorsement	Teachers with Permits	Teacher Aides, Tutors, Etc.
<input type="text" value="1"/>	<input type="text" value=""/>	<input type="text" value="2"/>

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Consolidated Application  
Applicant: West Iron County Public Schools  
Application #: 2003-1143  
User: Ms. Sharon Stockero

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The information for this page has been saved in MEGS.  
If you make additional changes to this page, please remember to click Save.

**WEST IRON COUNTY PUBLIC SCHOOLS  
SECTION 41 - BILINGUAL EDUCATION PROGRAM**

**Project Contact Person**

Name  Phone

**Tests Used to Identify LEP Students:** Please list the tests used to identify limited English proficient students for supplemental bilingual education services. Be as specific as possible when specifying the Language Proficiency Test(s), Norm-referenced Test(s), Criterion-referenced Test(s) and other tests used to identify and qualify LEP students.

Language Proficiency Test	Norm-referenced Test	Criterion-referenced Test	Other
Woodcock-Munoz	Gates-McGintie		

**Tests Used to Reclassify LEP Students:** Please list the tests used to reclassify students from LEP to non-LEP during or at the end of the school year.

Language Proficiency Test	Norm-referenced Test	Criterion-referenced Test	Other
	Gates-McGintie		

**Teacher Training:** Number of teachers who received in-service or pre-service training in 2001-2002 specific to ESL or bilingual education. Include all teachers, certified or not. The training must be specific to the needs resulting from students' limited English language proficiency.

Teachers

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# Consolidated Plan

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- Submission required due to reauthorization
- In 2002-03, many plans received “conditional” or “provisional approval.”
- In 2003-04, plans must contain all required components for approval.
- The 2003-04 consolidated application cannot be approved unless the plan is approved.

(No consolidated plan = no consolidated funds)



# Refer to Legislation

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- LEA school improvement plan
  - ISD improvement plan
- School code 380 section 1277

## THE REVISED SCHOOL CODE (EXCERPT)

### School improvement plan.

- Considering criteria established by the state board, in addition to the requirements specified in section 1280 for accreditation under that section, if the board of a school district wants all of the schools of the school district to be accredited under section 1280, the board shall adopt and implement and, not later than September 1 each year, shall make available to the department a copy of a 3- to 5-year school improvement plan and continuing school improvement process for each school within the school district. The school improvement plans shall include, but are not limited to, a mission statement, goals based on student academic objectives for all students, curriculum alignment corresponding with those goals, evaluation processes, staff development, development and utilization of community resources and volunteers, the role of adult and community education, libraries and community colleges in the learning community, and building level decision making. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review, and evaluation of the district's school improvement plans. Upon request of the board of a school district, the department and the intermediate school district shall assist the school district in the development and implementation of district school improvement plans. Educational organizations may also provide assistance for these purposes. School improvement plans described in this section shall be updated annually by each school and by the board of the school district.
- School improvement plans shall include at least all of the following additional matters:
  - Goals centered on student academic learning.
  - Strategies to accomplish the goals.
  - Evaluation of the plan.
  - Development of alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies.
  - Methods for effective use of technology as a way of improving learning and delivery of services and for integration of evolving technology in the curriculum.
  - Ways to make available in as many fields as practicable opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction.

- Each intermediate school board shall adopt and implement and, not later than September 1 each year, shall make available to the department a copy of a 3- to 5-year intermediate school district school improvement plan and continuing school improvement process for the intermediate school district. Constituent and intermediate school board members, school building administrators, teachers and other school employees, pupils, parents of pupils, and residents of the intermediate school district shall be invited and allowed to voluntarily participate in the development, review, and evaluation of the intermediate school district's school improvement plan. Upon request of the intermediate school board, the department shall assist the intermediate school district in the development and implementation of an intermediate school district school improvement plan. An intermediate school district school improvement plan described in this section shall be updated annually by the intermediate school board. An intermediate school district school improvement plan shall include at least all of the following:
  - Methods to assist districts in improving pupils' academic learning.
  - Assurance that all pupils have reasonable access to all programs offered by the intermediate school district, including, but not limited to, transportation if necessary.
  - A plan for professional development that supports academic learning.
  - Methods to assist school districts in integrating applied academics and career and employability skills into all curricular areas.
  - Ways to make available in as many fields as practicable opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction.
  - Collaborative efforts with supporting agencies that enhance academic learning.
  - Long-range cost containment measures, including additional services that might be provided at reduced costs by the intermediate school district or through cooperative programs, and cost reduction programs such as interdistrict cooperation in special education and other programs and services.
  - To the extent that it would improve school effectiveness, specific recommendations on consolidation or enhanced interdistrict cooperation, or both, along with possible sources of revenue.
  - Evaluation of the plan.
- The state board shall annually review a random sampling of school improvement plans. Based on its review, the state board shall annually submit a report on school improvement activities planned and accomplished by each of the school districts and intermediate school districts that were part of the sampling to the senate and house committees that have the responsibility for education legislation.

**History:** Add. 1990, Act 25, Eff. Apr. 13, 1990 ;--Am. 1993, Act 335, Imd. Eff. Dec. 31, 1993 ;--Am. 1993, Act 339, Imd. Eff. Dec. 31, 1993 ;--Am. 1995, Act 289, Eff. July 1, 1996 ;--Am. 1997, Act 179, Imd. Eff. Dec. 30, 1997 .

**Popular Name:** Act 451

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MCL section, then type in MCL number (380.1277)






# Consolidated Plan

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- Required elements listed in MEGS
- Plan uploaded in MEGS

# Local School District Consolidated Plan



**MICHIGAN**  
Department of  
**Education**

Consolidated Application  
Applicant: West Iron County Public Schools (36025)  
Application #: 0304-1574 - Application In Progress  
User: Dawn Pisoni

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**WEST IRON COUNTY PUBLIC SCHOOLS (36025)**

**LOCAL SCHOOL DISTRICT CONSOLIDATED PLAN**

This Local School District Consolidated Plan has changed: no

**Instructions:** Enter the page number(s) where the following elements are referenced in your consolidated plan. **Use the link in the Attachments section of the Application Menu to attach a copy of your agency's current consolidated plan.**

Required Elements of Local School District Consolidated Plan	Page Number
Mission statement	<span style="border: 1px solid black; padding: 0 10px;">7</span>
Academic learning goals based on achievement objectives for all students:  Goals must reflect achievement by all students of Model Content Standards for Curriculum in English language arts, mathematics, science and social studies	<span style="border: 1px solid black; padding: 0 10px;">19</span>
Strategies to accomplish goals:  Strategies must address the needs of students failing or at risk of failing to achieve Model Content Standards for Curriculum	<span style="border: 1px solid black; padding: 0 10px;"></span>
Curriculum alignment corresponding with goals	<span style="border: 1px solid black; padding: 0 10px;">14</span>
Evaluation processes/evaluation of the plan	<span style="border: 1px solid black; padding: 0 10px;">17</span>
Staff development	<span style="border: 1px solid black; padding: 0 10px;">31</span>
Development and utilization of community resources and volunteers	<span style="border: 1px solid black; padding: 0 10px;">12</span>
Role of adult and community education, libraries and community colleges in the learning community	<span style="border: 1px solid black; padding: 0 10px;">12</span>
Building level decision-making	<span style="border: 1px solid black; padding: 0 10px;">12</span>
Development of alternative measures of assessment to provide authentic assessment of pupils' achievements, skills and competencies:  Assessment measures for Title I, Parts A, C and D must identify students who are failing or at risk of failing to achieve Model Content Standards for Curriculum	<span style="border: 1px solid black; padding: 0 10px;">11</span>
Methods for effective use of technology, as a way of improving learning and delivery of services, and for integration of evolving technology in the curriculum	<span style="border: 1px solid black; padding: 0 10px;">31</span>
Ways to make available in as many fields as practicable, opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction	<span style="border: 1px solid black; padding: 0 10px;">27</span>
Required stakeholders (listed in Section 1277 of the School Code) invited and allowed to voluntarily participate in the development, review and evaluation of the district school improvement plans	<span style="border: 1px solid black; padding: 0 10px;">26</span>

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### LOCAL SCHOOL DISTRICT CONSOLIDATED PLAN

**Instructions:** Enter the page number(s) where the following elements are referenced in your consolidated plan. Use the link in the Attachments section of the Application Menu to attach a copy of your agency's current consolidated plan.

Required Elements of Local School District Consolidated Plan	Page Number
Mission statement	<input type="text"/>
Academic learning goals based on achievement objectives for all students:  Goals must reflect achievement by all students of Model Content Standards for Curriculum in English language arts, mathematics, science and social studies.	<input type="text"/>
Strategies to accomplish goals:  Strategies must address the needs of students failing or at risk of failing to achieve Model Content Standards for Curriculum.	<input type="text"/>
Curriculum alignment corresponding with goals	<input type="text"/>
Evaluation processes/evaluation of the plan	<input type="text"/>
Staff development	<input type="text"/>
Development and utilization of community resources and volunteers	<input type="text"/>
Role of adult and community education, libraries and community colleges in the learning community	<input type="text"/>
Building level decision-making	<input type="text"/>
Development of alternative measures of assessment to provide authentic assessment of pupils' achievements, skills and competencies:  Assessment measures for Title I, Parts A, C and D must identify students who are failing or at risk of failing to achieve Model Content Standards for Curriculum	<input type="text"/>
Methods for effective use of technology, as a way of improving learning and delivery of services, and for integration of evolving technology in the curriculum	<input type="text"/>
Ways to make available in as many fields as practicable, opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction	<input type="text"/>
Required stakeholders (listed in Section 1277 of the School Code) invited and allowed to voluntarily participate in the development, review and evaluation of the district school improvement plans	<input type="text"/>



# Required Elements

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- Mission statement
- Goals based on student academic objectives
- Strategies to accomplish the goals
- Expanded element

Goals reflect achievement by **all** students in English language arts, mathematics, science, and social studies



## Required Elements, *Continued*

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- Curriculum aligned to goals
- Evaluation process and evaluation of plan
- Staff development
- Development and utilization of community resources
- Role of adults in community
- Building level decision making



# Required Elements, *Continued*

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- Alternate measures of assessment  
Expanded element: assessments for Title I, Parts A, C, D must identify students who are failing or at risk of failing
- Methods for effective use of technology
- Opportunities for structured, on-the-job learning
- Required stakeholders participate in development review and evaluation

## DISTRICT CONSOLIDATED PLAN NARRATIVE CHECKLIST

### Required Elements of District Consolidated Plan

**1. Mission statement** S.C. (School Code) 380.1277(1)

OFS review criterion:

☐ A mission statement exists.

**2. Goals based on student academic objectives for all students**

**-- Centered on academic learning**

**-- Strategies to accomplish the goals** S.C. 380.1277(1)

OFS review criteria:

☐ Academic goals impact total school population, including subgroups.

☐ Academic goals include specific strategies to accomplish these goals.

**Expanded Element:**

**Goals must reflect achievement by all students of Model Content Standards for Curriculum in English language arts, social studies, mathematics and science**

OFS review criteria:

☐ There is at least one district goal in English language arts

☐ The English language arts goal broadly defines what all students are expected to know and be able to do

☐ There is at least one district goal in social studies

☐ The social studies goal broadly defines what all students are expected to know and be able to do

☐ There is at least one district goal in mathematics

☐ The mathematics goal broadly defines what all students are expected to know and be able to do

☐ There is at least one district goal in science

☐ The science goal broadly defines what all students are expected to know and be able to do

**3. Curriculum aligned corresponding with goals** S.C. (School Code) 380.1277(1)

OFS review criterion:

☐ There is a process in place to review and revise curriculum;  
evidence could include timeline for curriculum review or a description of the review process.

**4. Evaluation processes/evaluation of the plan** S.C. 380.1277(1) / S.C. 380.1277(2)(c)

OFS review criteria:

☐ Evidence that measures of student performance exist—NCLB calls these “student academic achievement standards”.

☐ A reference to periodic review of this data.

☐ Changes are identified which are needed to ensure that all students master the academic goals.

☐ Assurances are provided that district plan will be updated.

**5. Staff development** S.C. 380.1277(1)

OFS review criteria:

☐ A staff development component exists. Evidence could take the form of professional development strategies under academic goal(s) or as a separate section of the consolidated plan.

☐ Staff development activities are aligned with the academic goals.

**6. Development and utilization of community resources and volunteers S.C. 380.1277(1)**

OFS review criteria:

- ☐ There is a description of ways the district has or will develop community resources and recruit/train volunteers.
- ☐ There are examples of the use of community resources and volunteers.

**7. Role of adult and community education, libraries, and community colleges in the learning community S.C. 380.1277(1)**

OFS review criterion:

- ☐ There is some reference to the role of adult and community education, libraries and community colleges in support of district activities.

**8. Building level decision-making S.C. 380.1277(1)**

OFS review criteria:

- ☐ Building level decision-making process is described or implied (i.e. within the text describing the development of the goals and strategies and/or professional development activities)

**9. Development of alternative measures of assessment to provide authentic assessment of pupils' achievements, skills and competencies S.C. 380.1277(1)**

OFS review criteria:

- ☐ The text provided demonstrates an understanding of authentic assessment.
- ☐ The text provided expresses an expectation that authentic assessment will be used K-12.

**Expanded Elements:**

**Assessment measures for Title I, Parts A, C and D must identify students who are failing or at risk of failing to achieve Model Content Standards for Curriculum**

OFS review criteria:

- ☐ Description of assessment procedure to be used by Title I buildings to identify students to receive Title I services
- ☐ If district receives Title I, Part C funds, assessment measures to identify migrant students at risk of failing must be in place
- ☐ If district receives Title I, Part D funds, assessment measures to identify neglected & delinquent student at risk of failing must be in place

**10. Methods for effective use of technology, as a way of improving learning and delivery of services, and for integration of evolving technology in the curriculum S.C. 380.1277(2)(f)**

OFS review criterion:

- ☐ District has a current Technology Plan on file with Michigan Department of Education.

**11. Ways to make available in as many fields as practicable, opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction S.C. 380.1277(2)(f)**

OFS review criteria:

- ☐ Examples of on-the-job learning opportunities are detailed.
- ☐ Description of how the on-the-job learning opportunities are combined with classroom instruction.



**12. Required stakeholders (listed in Section 1277 of the School Code\*) invited and allowed to voluntarily participate in the development, review and evaluation of the district school improvement plans S.C. 380.1277(1)**

OFS review criteria:

- \_\_\_ District school improvement team includes at least one person from each of the required stakeholders groups, i.e. school board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, and other residents of the school
- \_\_\_ If not every stakeholder group has representation, then a description of the effort of the district to invite participation is included

<b>Consolidated Plan Review Situation</b>	<b>Consolidated Plan Status</b>	<b>Consolidated Application Status</b>	<b>Comments in MEGS</b>
All OFS review criterion are addressed	Plan Approved as Submitted	Application Approved	"Consolidated Plan Approved"
One component is missing and/or a few components are inadequately addressed <b>and</b> the consultant determines that the missing elements could be easily provided	Plan Modification Required	Application Temporarily On Hold ? if the plan is resubmitted with all review criterion addressed, then move to "Plan Approved" status, above ? if the plan is resubmitted but all the review criterion are not addressed, then move to "Plan Provisionally Approved" status, below	"Your application cannot be approved because the district consolidated plan requires modification. The plan needs to address ( <i>insert component and/or criterion missing</i> ). Please amend your Consolidated Plan and reattach it to the Consolidated Application."
2-6 components are missing and/or many components are inadequately addressed	Plan Provisionally Approved	Application Approved	"The district consolidated plan is provisionally approved. A revised district consolidated plan is required with the 2003-04 application."
7-14 components are missing	Plan Contingently Approved	Application Approved	"The district plan is contingently approved. A written timeline for development of the district consolidated plan must be received prior to approval of the 2002-03 Consolidated Application. A complete district consolidated plan is required with the 2003-04 application."

Note: Page 4 – not to be included in Spring 2003 pkgs. per Bionic Bob



# Intermediate School District Plan

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- Similar elements listed in MEGS
- Plan uploaded in MEGS

<b>INTERMEDIATE SCHOOL DISTRICT CONSOLIDATED PLAN</b>	
<b>Instructions:</b> Enter the page number(s) where the following elements are referenced in your consolidated plan. Use the link in the Attachments section of the Application Menu to attach a copy of your agency's current consolidated plan.	
<b>Required Elements of Intermediate School District Consolidated Plan</b>	<b>Page Number</b>
Achievement goals for special populations :  Plans that include Title I, Parts A, C or D must establish goals that reflect achievement by all students of Model Content Standards for Curriculum in English language arts, mathematics, science and social studies.	<input type="text"/>
Strategies to accomplish goals :  Strategies must address the needs of students failing or at risk of failing to achieve Model Content Standards for Curriculum.	<input type="text"/>
Assessment measures for special populations :  Plans that include Title I, Parts A, C or D must utilize assessment measures that identify students who are failing or at risk of failing to achieve Model Standards for Curriculum.	<input type="text"/>
Methods to assist districts in improving pupils' academic learning	<input type="text"/>
Assurance that all pupils have reasonable access to all programs offered by the ISD, including transportation, if necessary	<input type="text"/>
A plan for professional development that supports academic learning	<input type="text"/>
Methods to assist school districts in integrating applied academics, career and employability skills into all curricular areas	<input type="text"/>
Ways to make available, in as many fields as practicable, opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction	<input type="text"/>
Collaborative efforts with supporting agencies that enhance academic learning	<input type="text"/>
Long-range cost containment measures, including additional services that might be provided at reduced costs by the ISD or through cooperative programs, and cost reduction programs such as interdistrict cooperation in special education and other programs and services	<input type="text"/>
To the extent that it would improve school effectiveness, specific recommendations on consolidation or enhanced interdistrict cooperation in special education and other programs and services	<input type="text"/>
Evaluation of the plan	<input type="text"/>

Required stakeholders (listed in Section 1277 of the Revised School Code)  
invited and allowed to voluntarily participate in the development, review and  
evaluation of the ISD school improvement plan



# Intermediate School District Consolidated Plan

INTERMEDIATE SCHOOL DISTRICT CONSOLIDATED PLAN	
<b>Instructions:</b> Enter the page number(s) where the following elements are referenced in your consolidated plan. Use the link in the Attachments section of the Application Menu to attach a copy of your agency's current consolidated plan.	
Required Elements of Intermediate School District Consolidated Plan	Page Number
Achievement goals for special populations :  Plans that include Title I, Parts A, C or D must establish goals that reflect achievement by all students of Model Content Standards for Curriculum in English language arts, mathematics, science and social studies.	<input type="text"/>
Strategies to accomplish goals :  Strategies must address the needs of students failing or at risk of failing to achieve Model Content Standards for Curriculum.	<input type="text"/>
Assessment measures for special populations :  Plans that include Title I, Parts A, C or D must utilize assessment measures that identify students who are failing or at risk of failing to achieve Model Standards for Curriculum.	<input type="text"/>
Methods to assist districts in improving pupils' academic learning	<input type="text"/>
Assurance that all pupils have reasonable access to all programs offered by the ISD, including transportation, if necessary	<input type="text"/>
A plan for professional development that supports academic learning	<input type="text"/>
Methods to assist school districts in integrating applied academics, career and employability skills into all curricular areas	<input type="text"/>
Ways to make available, in as many fields as practicable, opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction	<input type="text"/>
Collaborative efforts with supporting agencies that enhance academic learning	<input type="text"/>
Long-range cost containment measures, including additional services that might be provided at reduced costs by the ISD or through cooperative programs, and cost reduction programs such as interdistrict cooperation in special education and other programs and services	<input type="text"/>
To the extent that it would improve school effectiveness, specific recommendations on consolidation or enhanced interdistrict cooperation in special education and other programs and services	<input type="text"/>
Evaluation of the plan	<input type="text"/>
Required stakeholders (listed in Section 1277 of the Revised School Code) invited and allowed to voluntarily participate in the development, review and evaluation of the ISD school improvement plan	<input type="text"/>



## ISD CONSOLIDATED PLAN NARRATIVE CHECKLIST

### Required Elements of ISD Consolidated Plan

**1. Achievement goals for special populations.**

**If applicable, the plan must include goals for Title I, Parts A, C, or D and must reflect achievement by all students of Model Content Standards for Curriculum in English language arts, social studies, mathematics and science.**

OFS review criteria:

- ☐ At least one ISD goal in English language arts.
- ☐ The English language arts goal broadly defines what all students are expected to know and be able to do.
- ☐ At least one ISD goal in social studies.
- ☐ The social studies goal broadly defines what all students are expected to know and be able to do.
- ☐ At least one ISD goal in mathematics.
- ☐ The mathematics goal broadly defines what all students are expected to know and be able to do.
- ☐ At least one ISD goal in science.
- ☐ The science goal broadly defines what all students are expected to know and be able to do.

**2. Strategies to accomplish the goals for special populations.**

OFS review criterion:

- ☐ Academic goals include specific strategies to accomplish these goals.

**3. Assessment measures for special populations.**

**Plans that include Title I, Parts A, C, or D must utilize assessment measures that identify students who are failing or at risk of failing to achieve Model Content Standards for Curriculum.**

OFS review criteria:

- ☐ Description of assessment procedure to be used to identify students to receive Title I services.
- ☐ If the ISD receives Title I, Part C funds, assessment measures to identify migrant students at risk of failing must be in place.

**4. Methods to assist districts in improving pupils' academic learning.**

OFS review criterion:

- ☐ The ISD has methods in place to assist in improving student learning, such as data collection/data analysis, curriculum development, conferences, consultant services, and/or professional development opportunities.

**5. Assurance that all pupils have reasonable access to all programs offered by the Intermediate School District, including, but not limited to transportation if necessary. S.C. 380.1277 (3) (b)**

OFS review criteria:

- ☐ Plan addresses all student populations served by ISD programs.
- ☐ Plan describes the physical as well as academic access to all programs.

**6. A plan for professional development that supports academic learning. S.C. 380.1277(3) (c)**

OFS review criteria:

- ☐ A staff development component exists. Evidence could take the form of strategies under academic goal(s) or as a separate section of the consolidated plan.
- ☐ Staff development activities are aligned with the achievement goals as identified in first element.

- 7. Methods to assist school districts in integrating applied academics and career and employability skills into all curricular areas. S.C. 380.1277 (3) (d)**  
OFS review criterion:  
\_\_\_ A description of methods used to assist districts in meeting this requirement.
- 8. Opportunities for structured, on-the-job training:**  
OFS review criteria:  
\_\_\_ Business relationships are present.  
\_\_\_ Internships/or apprenticeships are available to students.  
\_\_\_ On-the-job training is supported by continuing classroom instruction.
- 9. Collaborative efforts with supporting agencies that enhance academic learning.**  
OFS review criterion:  
\_\_\_ Active participation in collaborative councils to enhance academic learning, e.g., Collaborations with institutions of higher education, specialized learning programs, health and human service agencies, and Migrant Services Council.
- 10. Long-range cost containment measures, including additional services that might be provided at reduced costs by the ISD or through cooperative programs, and cost reduction programs such as interdistrict cooperation in special education and other programs and services.**  
OFS review criteria:  
\_\_\_ Long range, cost containment measures exist.  
\_\_\_ Evidence of interdistrict, inter-ISD cooperative programs, e.g., data processing, staff development, technology support, media resources, cooperative programming in lower incidents of handicap categories.
- 11. To the extent that it would improve school effectiveness, specific recommendations on consolidation or enhanced interdistrict cooperation or both along with possible sources of revenue.**  
OFS review criterion:  
\_\_\_ When applicable, specific recommendations are included in the Intermediate School District consolidated plan along with needed possible sources of revenue.
- 12. Evaluation of the plan.**  
OFS review criteria:  
\_\_\_ Evidence exists of an evaluation process for the goals contained within the Intermediate School District consolidated plan.  
\_\_\_ Assurances are provided that the Intermediate School District consolidated plan will be updated.
- 13. Required stakeholders (listed in Section 1277 of the Revised School Code) invited and allowed to voluntarily participate in the development, review and evaluation of the Intermediate School District school improvement plan.**  
OFS review criteria:  
\_\_\_ Intermediate School District school improvement team includes at least one person from each of the required stakeholders group, e.g., constituent and Intermediate School board members, school board administrators, teachers and other school employees, pupils, parents of pupils and residents of the intermediate school district.  
\_\_\_ If not every stakeholder group has representation, then a description of the effort of the intermediate school district to invite participation is included.





# Questions and Answers

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- Legislation web site: [www.ed.gov/nclb](http://www.ed.gov/nclb)
- Contact your regional Office of Field Services consultant:
  - ◆ Region 1 . . . . . 517-373-4009
  - ◆ Region 2 . . . . . 517-373-0161
  - ◆ Region 3 . . . . . 517-373-6341
  - ◆ Region 4 . . . . . 517-373-4004
  - ◆ Region 5 . . . . . 517-373-4212